



OFFICE of EDUCATION INNOVATION

PERFORMANCE FRAMEWORK

for Damar Charter Academy

Office of the Mayor
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Core Question 1: Is the educational program a success? (Elementary/Middle School Grades)

1.1. Is the school's academic performance meeting expectations on the state's standardized assessments?	
Does not meet standard	Less than 69.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.
Approaching standard	Between 70.0 - 79.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.
Meets standard	Between 80.0 - 89.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.
Exceeds standard	At least 90.0% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.
1.2. Are students making sufficient and adequate interim gains, as measured by appropriate assessments given their disabilities?	
Does not meet standard	Results from appropriate assessments indicate that less than 60.0% of students are making sufficient and adequate gains.
Approaching standard	Results from appropriate assessments indicate that 60.0 – 79.9% of students are making sufficient and adequate gains.
Meets standard	Results from appropriate assessments indicate that 70.0 – 89.9% of students are making sufficient and adequate gains.
Exceeds standard	Results from appropriate assessments indicate that at least 90.0% of students are making sufficient and adequate gains.
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?	
Does not meet standard	Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.
Approaching standard	At least 60.0% of students enrolled 2 years, and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.
Meets standard	At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.
Exceeds standard	At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	
Does not meet standard	School has more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Approaching standard	School has no more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Meets standard	School has no more than 10% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Exceeds standard	School has no more than 5% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.

1.5. Is the school's attendance rate strong?

Does not meet standard	School's attendance rate is less than 95.0%
Meets standard	School's attendance rate is greater than or equal to 95.0%.

1.6. Is the school outperforming schools that the students would have been assigned to attend?

Does not meet standard	School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.
Approaching standard	School's overall performance in terms of proficiency or growth outpaces that of the schools the students would have been assigned to attend.
Meets standard	School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.
Exceeds standard	School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.

1.7. Is the school meeting its school-specific educational goals?

Does not meet standard	<p>TBD: Metrics determined based on school-specific educational goal, in conjunction with the school.</p> <p>School does not meet standard on either school-specific educational goal.</p>
Approaching standard	<p>TBD: Metrics determined based on school-specific educational goal, in conjunction with the school.</p> <p>School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, OR 3) meeting standard on one school-specific education goal, while approaching standard on the second goal.</p>
Meets standard	<p>School has clearly met its school-specific educational goal.</p> <p>School is 1) meeting standard on both school-specific educational goals, OR 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.</p>
Exceeds standard	<p>TBD: Metrics determined based on school-specific educational goal, in conjunction with the school.</p> <p>School is exceeding standard on both school-specific education goals.</p>

Core Question 1: Is the educational program a success?

(High School Grades)

1.1. Is the school's academic performance meeting expectations on the state's standardized assessments?

Does not meet standard	Less than 69.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.
Approaching standard	Between 70.0 - 79.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.
Meets standard	Between 80.0 - 89.9% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.
Exceeds standard	At least 90.0% of students are deemed proficient on the state standardized assessment deemed appropriate by their individual case conference committees.

There is no Indicator 1.2 for High School grades.

1.3. Is the school preparing students to graduate from high school or receive a certificate of completion (as measured by rate of course/credit completion)?

Does not meet standard	Less than 70.0% of high school students have completed the necessary number of credits/courses to remain on track to graduate within the timeframe established upon enrollment.
Approaching standard	Between 70.0 – 79.9% of high school students have completed the necessary number of credits/courses to remain on track to graduate within the timeframe established upon enrollment.
Meets standard	Between 80.0 – 89.9% of high school students have completed the necessary number of credits/courses to remain on track to graduate within the timeframe established upon enrollment.
Exceeds standard	At least 90% of high school students have completed the necessary number of credits/courses to remain on track to graduate within the timeframe established upon enrollment.

1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?

Does not meet standard	School has more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Approaching standard	School has no more than 15% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Meets standard	School has no more than 10% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.
Exceeds standard	School has no more than 5% difference in the percent of students passing standardized assessments amongst races and socioeconomic statuses.

1.5. Is the school's attendance rate strong?

Does not meet standard	School's attendance rate is less than 95.0%
Meets standard	School's attendance rate is greater than or equal to 95.0%.

1.6. Is the school preparing students for college and careers or transition success?

Only applicable to schools with a graduating class.

Does not meet standard	Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS II
Approaching standard	30.0 – 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS II
Meets standard	40.0 – 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS II
Exceeds standard	At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; 4) received an industry certification from an approved list; 5) a successful transition to another program (i.e., their home school, a GED program, an adult education program, another public/private school, or a day treatment program); or 6) demonstrating workforce readiness by scoring at or above the threshold representing readiness on ABAS II

1.7. Is the school meeting its school-specific educational goals?

Does not meet standard	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. School does not meet standard on either school-specific educational goal.
Approaching standard	TBD: Metrics determined based on school-specific educational goal, in conjunction with the school. School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, OR 3) meeting standard on one school-specific education goal, while approaching standard on the second goal.

Meets standard	<p>School has clearly met its school-specific educational goal.</p> <p>School is 1) meeting standard on both school-specific educational goals, OR 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.</p>
Exceeds standard	<p>TBD: Metrics determined based on school-specific educational goal, in conjunction with the school.</p> <p>School is exceeding standard on both school-specific education goals.</p>

Core Question 2: Is the organization in sound fiscal health?

2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	
Does not meet standard	The school presents significant concerns in more than one of the following areas: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default
Approaching standard	The school presents concerns in no more than one of the following areas: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default
Meets standard	The school demonstrates satisfactory performance in all areas identified: Enrollment Variance, Current Ratio, Days Cash on Hand and Debt Default
2.2. Long Term Health: Does the organization demonstrate long term financial health?	
Does not meet standard	The school presents significant concerns in more than one of the following: a) 3 year Aggregate Net Income, b) Debt to Asset Ratio c) Debt Service Coverage Ratio
Approaching standard	The school presents concerns in no more than one of the following areas: a) 3 year Aggregate Net Income, b) Debt to Asset Ratio c) Debt Service Coverage Ratio
Meets standard	The school demonstrates satisfactory performance in all areas identified: 3 Year Aggregate Net Income, Debt to Asset Ratio, and Debt Service Coverage Ratio
2.3. Does the organization demonstrate it has adequate financial management and systems?	
Does not meet standard	The school presents concerns in the financial audit or financial reporting requirements
Approaching standard	The school presents concerns in either the financial audit or financial reporting requirements
Meets standard	The school does not present concerns in the financial audit or financial reporting requirements

Core Question 3: Is the organization effective and well-run?

3.1. Is the school leader strong in his or her academic and organizational leadership?

Does not meet standard	The school leader presents concerns in a majority of the following areas with no evidence of a credible plan to address the issues: a) demonstration of sufficient academic and leadership experience; b) engagement in a continuous process of improvement and/or make mid-course corrections if needed; c) leadership stability in key administrative positions; d) adherence to policies, rules, and regulations as set forth in the charter including applicable federal and state laws; e) communication with school staff and clear systems for addressing address areas of deficiency in a timely manner; f) clarity of roles and responsibilities among school staff; g) consistency in providing information and consulting with the school's board of directors; h) communication of the school's mission and vision to both internal and external stakeholders.
Approaching standard	The school leader presents concerns in a minimal number of the following areas with no evidence of a credible plan to address the issues: a) demonstration of sufficient academic and leadership experience; b) engagement in a continuous process of improvement and/or make mid-course corrections if needed; c) leadership stability in key administrative positions; d) adherence to policies, rules, and regulations as set forth in the charter including applicable federal and state laws; e) communication with school staff and clear systems for addressing address areas of deficiency in a timely manner; f) clarity of roles and responsibilities among school staff; g) consistency in providing information and consulting with the school's board of directors; h) communication of the school's mission and vision to both internal and external stakeholders.
Meets standard	The school leader: a) demonstrates sufficient academic and leadership experience; b) has stable leadership in key administrative positions; c) effectively communicates with school staff, has clear systems for decision-making and addresses areas of deficiency in a timely manner in accordance with requirements set forth by OEI; d) abides by all policies, rules and regulations as set forth in the charter while also following all applicable federal and state laws; e) has established clear roles and responsibilities among school staff and board members; f) engages in continuous process of improvement and makes mid-course corrections if needed; g) effectively communicates the school's mission and vision to both internal and external stakeholders; h) informs and consults with the school's board of directors on key matters impacting the school and fosters a culture of shared accountability.
Exceeds standard	The school leader demonstrates exceptional academic and leadership experience, effectively communicates with all internal and external stakeholders, has clear processes for making timely decisions and is proactive in making mid-course directions if needed, and engages in a continuous process of consulting the board of directors on key matters impacting the school.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?

Does not meet standard	The school presents concerns in a majority of the following areas with no evidence of a credible plan to address the issues: a) submission of all required compliance documentation in a timely manner as set forth by OEI, including, but not limited to, meeting minutes and schedules, board member information, compliance reports and employee documentation; b) compliance with the terms of its charter including by-laws, amendments, rules and regulations, and applicable federal and state laws; c) working proactively and productively with its board and/or management organization (if applicable) in meeting governance obligations; d) active participation in quarterly compliance meetings as set forth by the Master Calendar of Reporting Requirements, including the submission of required documentation by deadlines set forth by OEI.
Approaching standard	The school presents concerns in a minimal number of the following areas with no evidence of a credible plan to address the issues: a) submission of all required compliance documentation in a timely manner as set forth by OEI, including, but not limited to, meeting minutes and schedules, board member information, compliance reports and employee documentation; b) compliance with the terms of its charter including by-laws, amendments, rules and regulations, and applicable federal and state laws; c) working proactively and productively with its board and/or management organization (if applicable) in meeting governance obligations; d) actively participating in quarterly compliance meetings as set forth by the Master Calendar of Reporting Requirements, including the submission of required documentation by deadlines set forth by OEI.
Meets standard	The school: a) submits all required compliance documentation in a timely manner as set forth by the Mayor's Office including but not limited to meeting minutes and schedules, board member information, compliance reports and employee documentation; b) complies with the terms of its charter including by-laws, amendments, rules and regulations, and applicable federal and state laws; c) works proactively and productively with its board and/or management organization (if applicable) in meeting governance obligations; d) actively participating in quarterly compliance meetings as set forth by the Master Calendar of Reporting Requirements including the submission of required documentation by deadlines set forth by OEI.
Exceeds standard	The school is consistent in the submission of all compliance documentation in a timely manner, understands and abides by the policies and laws set forth in its charter, is effective and proactive in working with its board and/or management organization (if applicable) in meeting governance obligations and is an active and consistent participant in quarterly compliance meetings.

3.3. Is the school's board active, knowledgeable and abides by appropriate policies, systems and processes in its oversight?

Does not meet standard	The board presents concerns in a majority of the following areas with no evidence of a credible plan to address the issues: a) communication of organizational, leadership, academic, fiscal or facility deficiencies to the OEI; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter; b) clearly understands the mission and vision of the school; c) review and updating of policies if necessary, following established meeting processes and having solid systems in place for the orientation and training of members; d) recruitment and selection of members that are knowledgeable; represent diverse skill sets and act in the best interest of the school; e) effective and transparent management of conflicts of interest; f) working with school leadership to be fair, timely, consistent, and transparent in handling complaints or concerns; g) abiding by its charter by-laws as it pertains to the governance structure; h) holding all meetings in accordance with Indiana Open Door Law.
Approaching standard	The board presents concerns in a minimal number of the following areas with no evidence of a credible plan to address the issues: a) communication of organizational, leadership, academic, fiscal or facility deficiencies to OEI; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter; b) clearly understands the mission and vision of the school; c) review and updating of policies if necessary, following established meeting processes and having solid systems in place for the orientation and training of members; d) recruitment and selection of members that are knowledgeable; represent diverse skill sets and act in the best interest of the school; e) effective and transparent management of conflicts of interest; f) working with school leadership to be fair, timely, consistent, and transparent in handling complaints or concerns; g) abiding by its charter by-laws as it pertains to the governance structure; h) holding all meetings in accordance with Indiana Open Door Law.
Meets standard	The board: a) takes timely action including communicating organizational, leadership, academic, fiscal or facility deficiencies to OEI; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter; b) clearly understands the mission and vision of the school; c) regularly reviews and updates policies if necessary, follows established meeting processes and has solid systems in place for the orientation and training of members; d) recruits and selects members that are knowledgeable; represent diverse skill sets and act in the best interest of the school; e) effectively and transparently manages conflicts of interest; f) works with school leadership to be fair, timely, consistent, and transparent in handling complaints or concerns; g) abides by its charter by-laws as it pertains to the governance structure; h) holds all meetings in accordance with Indiana Open Door Law.
Exceeds standard	The board is proactive in communicating concerns to OEI, understands and regularly reviews all policies and procedures, consists of members with diverse skill sets that understand and act in the best interest of the school, actively promotes the school's mission, and is consistent in holding all meetings in accordance with Indiana Open Door Law.

3.4. Does the school's board work to foster a school environment that is viable and effective?

Does not meet standard	The board presents concerns in a majority of the following areas with no evidence of a credible plan to address the issues: a) effective and regular communication with school leadership and/or its management company; b) utilization of a performance-based evaluation annually to assess its own performance and that of the school leader and management organization (if applicable); c) working with the school leader to establish clear objectives, priorities, goals and holding the school leader accountable for student achievement and performance; d) requesting and disseminating information in a timely manner, providing continuous and constructive feedback and engaging the school leader in a manner that is conducive to the success of the school.
Approaching standard	The board presents concerns in a minimal number of the following areas with no evidence of a credible plan to address the issues: a) effective and regular communication with school leadership and/or its management company; b) utilization of a performance-based evaluation annually to assess its own performance and that of the school leader and management organization (if applicable); c) working with the school leader to establish clear objectives, priorities, goals and holding the school leader accountable for student achievement and performance; d) requesting and disseminating information in a timely manner, providing continuous and constructive feedback and engaging the school leader in a manner that is conducive to the success of the school.
Meets standard	The board: a) effectively and regularly communicates with school leadership and/or its management company; b) utilizes a performance-based evaluation annually to assess its own performance and that of the school leader and management organization (if applicable); c) works with the school leader to establish clear objectives, priorities, goals and holds the school leader accountable for student achievement and performance; d) requests and disseminates information in a timely manner, provides continuous and constructive feedback and engages the school leader in a manner that is conducive to the success of the school.
Exceeds standard	The board is effective and consistent in communicating with school leadership, regularly assesses its performance and that of the school leader, uses evaluation data to make adjustments that are in the best interest of the school, works to establish clear goals and priorities that are regularly reviewed and holds the school leader accountable for performance and achievement of both students and staff.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?

Does not meet standard	The school presents concerns in a majority of the following areas with no evidence of a credible plan to address the issues: a) health and safety code requirements; b) ensuring the facility is accessible to all students; c) maintaining and updating, as needed, a safety and emergency management plan; d) a facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community.
Approaching standard	The school presents concerns in a minimal number of the following areas with no evidence of a credible plan to address the issues: a) health and safety code requirements; b) ensuring the facility is accessible to all students; c) maintaining and updating, as needed, a safety and emergency management plan; d) a facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community.
Meets standard	The school: a) meets health and safety code requirements; b) ensures the facility is accessible to all students; c) maintain and updates, as needed, a safety and emergency management plan; d) has a facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community.

Core Question 4: Is the school providing the appropriate conditions for success?

4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Meets standard	The school: a) curriculum aligns with the state standards; b) conducts systematic reviews of its curriculum to identify gaps based on student performance; c) the school regularly reviews scope and sequence to ensure presentation of content in time for testing; d) has a sequence of topics across grade levels and content areas that is prioritized and focuses on the core learning objectives; e) the staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction; f) programs and materials are available to deliver the curriculum effectively.
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities, and learning needs; e) staff do not receive feedback on instructional practices.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities, and learning needs; e) staff do not receive feedback on instructional practices.
Meets standard	The school exhibits the following characteristics: a) the curriculum is implemented in the

	majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities, and learning needs; e) supplies sufficient feedback to staff on instructional practices.
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4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the school's academic program lacks challenging coursework and/or rigorous job preparation programs (e.g., Advanced Placement courses, internships, independent study, industry certification programs) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the school's academic program lacks challenging coursework and/or rigorous job preparation programs (e.g., Advanced Placement courses, internships, independent study, industry certification programs) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Meets standard	The school: a) has challenging coursework and rigorous job preparation programs (e.g., Advanced Placement courses, internships, independent study, industry certification programs) to prepare students for rigorous post-secondary opportunities; b) has high expectations to motivate and prepare students for post-secondary academic opportunities; c) has sufficient material resources and personnel guidance available to inform students of post-secondary options; d) presents opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) meets or exceeds Indiana Core 40 graduation standard requirements.
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.

Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Meets standard	The school: a) utilizes standardized and/or classroom assessments are accurate and useful measures of established learning standards/objectives; b) distributes assessment results to classroom teachers in a timely and useful manner to influence instructional decisions; c) selects assessments that have sufficient variety to guide instruction for a wide range of student learning abilities; d) uses assessments with sufficient frequency to inform instructional decisions effectively; e) uses assessment results to guide instruction or make adjustments to curriculum.

4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?

Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Meets standard	The school: a) utilizes standardized and/or classroom assessments are accurate and useful measures of established learning standards/objectives; b) distributes assessment results to classroom teachers in a timely and useful manner to influence instructional decisions; c) selects assessments that have sufficient variety to guide instruction for a wide range of student learning abilities; d) uses assessments with sufficient frequency to inform instructional decisions effectively; e) uses assessment results to guide instruction or make adjustments to curriculum.

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?

Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional
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	development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Meets standard	The school exhibits the following characteristics: a) hiring processes are organized and used to support the success of new staff members; b) the school deploys sufficient number of faculty and staff to maximize instructional time and capacity; c) faculty and staff are certified/trained in areas to which they are assigned; d) professional development (PD) is related to demonstrated needs for instructional improvement; e) PD opportunities are determined through analyses of student attainment and improvement; f) the teacher evaluation plan is explicit and regularly implemented with a clear process and criteria.

4.6. Is the school's mission clearly understood by all stakeholders?

Does not meet standard	The school presents significant concerns in <u>both</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Meets standard	The school: a) has a mission that is shared by all stakeholders; b) has stakeholders possessing widespread knowledge and commitment to the intentions of the school's mission.

4.7. Is the school climate conducive to student and staff success?

Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas with no evidence of a credible plan to address them: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and/or unproductive.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas with no evidence of a credible plan to address it: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d)

	interactions between faculty and administration are unprofessional and /or unproductive.
Meets standard	The school exhibits the following characteristics: a) the school has clearly stated rules that enforce positive behavior; b) the school's discipline approach possesses high expectations for student behavior; c) interactions between faculty and students are respectful and supportive and faculty and students are clear about processes for resolution of conflicts; d) interactions between faculty and administration are professional and constructive.
4.8. Is ongoing communication with students and parents clear and helpful?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Meets standard	The school: a) has active and ongoing communication between the school and parents; b) utilizes communications that are both timely and relevant to the parental concerns; c) communicates student academic progress and achievement in reports that are understood by parents; d) the school's communication methods are designed to meet the needs of a diverse set of parents (e.g., communicating in parents' native languages, not communicating only in writing when many parents cannot read, holding meetings at convenient times for parents).
4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	
Does not meet standard	The school's special education files present concerns in <u>two or more</u> of the following areas: (a) services outlined within Individualized Education Plans (IEPs) do not adequately match the exceptional needs of the student; (b) each need identified within the IEP does not have a corresponding goal and plan for assessment; (c) all goals are not rigorous or based on state or national learning standards; (d) evidence does not demonstrate that goals have evolved each year as the student developed; (e) specifically designed curriculum is not outlined
Approaching standard	The school's special education files present concerns in <u>one</u> of the following areas: (a) services outlined within Individualized Education Plans (IEPs) do not adequately match the exceptional needs of the student; (b) each need identified within the IEP does not have a corresponding goal and plan for assessment; (c) all goals are not rigorous or based on state or national learning standards; (d) evidence does not demonstrate that goals have evolved

	each year as the student developed; (e) specifically designed curriculum is not outlined
Meets standard	<u>All</u> of the following are evident in the school's special education files: (a) services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student; (b) each need identified within the IEP has a corresponding goal and plan for assessment; (c) each goal is rigorous and is based on state and national learning standards; (d) explicit evidence exists to demonstrate that goals have evolved each year as the student develops; (e) specifically designed curriculum is outlined.
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	
Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ESL students, and requires substantial improvement in order to achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Approaching standard	The school is <u>not yet completely</u> fulfilling all of its legal obligations regarding ESL students, and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Meets standard	The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.